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Fall 2015

## EDCI 6530

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**EDCI 6530 Survey of Classroom Assessment in Early Childhood and Elementary Education  
(Hybrid Format)**

**Fall, 2015**

**Scheduled Classes: Mondays 5 to 7:45, room 224**

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**Course Description:** The course is designed to provide an overview of classroom assessment; its purposes and techniques, along with strategies for documenting and reporting student learning through the early childhood and elementary years.

**Course Design**

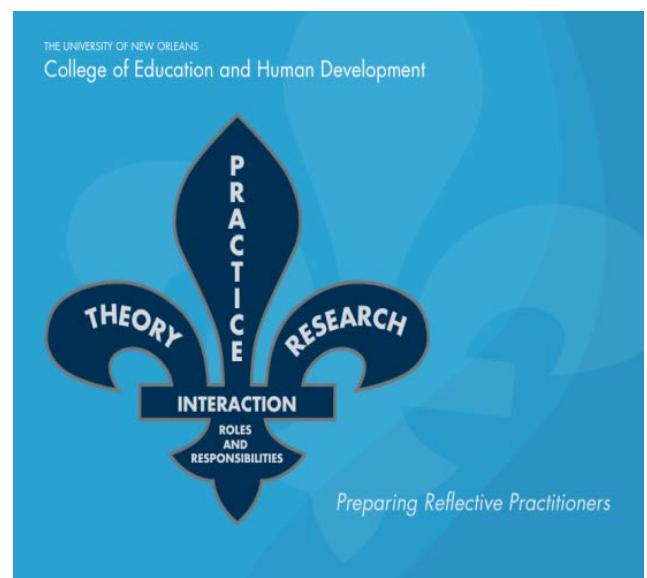
This course is developed to meet the requirements for the Advanced Master's Degree in Curriculum and Instruction in the Focus Areas of Early Childhood and Elementary Education; and the Masters of Arts in Teaching, Certification Area PK-3 and 1-5. Assessment and evaluation are central to educational reform, and they represent major shifts in thinking about learning, schools, and teaching. A current "buzz word" in education today is *data driven*. This term implies that all instruction should be driven by data derived from on-going formal and informal assessment, and that results of these assessments be recorded in a way that is usable to curricula planning and to reporting results to all stakeholders. The purpose of this course is to augment the professional's knowledge and skills as they relate to assessing and documenting student learning, using assessment data to refine curriculum planning and strategy implementation, and assess teaching and general program design in early childhood and elementary classrooms.

One of the main purposes of this course is to foster the disposition of collaboration. It is important that professional educators be able to work with a wide range of experience levels and perspectives on many of the topics explored in this class. This disposition is vital to working in a school setting to complete designated tasks. In order to do that, you must be a critical reader and listener and support the ability for all to express their ideas in respectful and professional ways. This includes focusing on learning related to the range of grade levels and abilities and not just the one you are currently teaching. All techniques and methods we will discuss in this class can be adapted to meet a variety of grade levels and student abilities. Do not immediately dismiss any of these ideas because you think they may be inappropriate for your particular class. It is important to know what is not appropriate for a specific child or grade level but it is also vital to know a range of techniques that are appropriate for the total range of your certification, that is, to have the disposition to be flexible and adaptive in nature. The master teacher will be able to adapt some techniques that may not appear at first appropriate for her grade level to become appropriate to her grade level.

**College Mission:** The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit's purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice, and research.

**Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are



validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

This course addresses UNO Teacher Roles and Louisiana State COMPASS Standards. For teacher preparation, the roles and responsibilities follow:

#### I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS

- A. They establish a culture for learning by:
  - 1. Managing classroom procedures (COMPASS 2c)
  - 2. Managing student behavior
  - 3. Organizing physical space
  - 4. Organizing classrooms to integrate technology
  - 5. Maintaining accurate records using available technology
- B. They create an environment of respect and rapport by:
  - 1. Using cultural contexts in the classroom
  - 2. Demonstrating knowledge of diversity among students
  - 3. Presenting rationales for change to meet students needs

#### II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

- A. They understand and use curriculum and instruction by:
  - 1. Knowing content
  - 2. Knowing pedagogy
  - 3. Setting instructional outcomes (COMPASS 1c)
  - 4. Designing coherent instruction
  - 5. Designing student assessments
  - 6. Incorporating knowledge of diversity in the classroom
  - 7. Planning for the use of technologies in curriculum and instruction
  - 8. Demonstrating knowledge of resources, including technologies
  - 9. Planning for the use of collaborative group practices in the classroom
- B. They communicate effectively by:
  - 1. Incorporating effective written communication in the classroom
  - 2. Incorporating effective oral communication in the classroom

#### III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

- A. They engage students in active learning (COMPASS 3c) by:
  - 1. Interacting effectively with students
  - 2. Demonstrating flexibility and responsiveness
  - 3. Integrating technology and other resources
- B. They integrate disciplines into instruction by:
  - 1. Applying connections to multiple disciplines
  - 2. Demonstrating connections to real life
- C. They use assessment in instruction by:
  - 1. Incorporating performance tasks in the classroom
  - 2. Using questioning and discussion techniques (COMPASS 3b)
  - 3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
- D. They embed diversity in decision-making by:
  - 1. Selecting resources
  - 2. Delivering instruction
  - 3. Assessing learning

#### IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

- A. They advocate for children, in terms of services and supports by:
  - 1. Communicating with families
  - 2. Demonstrating knowledge of resources in school and the community

- B. They collaborate to improve professional practice by:
  - 1. Engaging in a professional community
  - 2. Participating in professional development
  - 3. Collaborating with teachers and mentors
  - 4. Developing goals for social justice
  - 5. Using research-based practices that include current available technology
- C. They reflect on teaching and learning by:
  - 1. Focusing on cultural contexts and social justice
  - 2. Collecting and analyzing data to improve practice

### **ACEI STANDARDS**

1. *Development, learning and Motivation:* Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
3. Instruction
  - 3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
  - 3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
  - 3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
  - 3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;
  - 3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
4. *Assessment:* Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
5. *Professionalism:*
  - 5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
  - 5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

### **NAEYC STANDARDS**

1. Promoting Child Development and learning
  - a. Knowing and understanding young children's characteristics and needs
  - b. Knowing and understanding the multiple influence on development and learning
  - c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments
2. Building Family and Community Relationships
  - a. Knowing about and understanding family and community characteristics
  - b. Supporting and empowering families and communities through respectful, reciprocal relationships
  - c. Involving families and communities in their children's development and learning
3. Observing, Documenting and Assessing to Support Young Children and Families
  - a. Understanding the goals, benefits, and uses of assessment
  - b. Knowing about and using observations, documentations, and other appropriate assessment tools and approaches
  - c. Understanding and practicing responsible assessment

- d. Knowing about assessment partnerships with families and other professionals
- 4. Teaching and Learning
  - a. Knowing, understanding, and using positive relationships and supportive interactions
  - b. Knowing, understanding and using effective approaches, strategies, and tools for early education
  - c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
  - d. Using own knowledge and resources to design, implement, and evaluate meaningful challenging curriculum to promote positive outcomes
- 5. Becoming a Professional
  - a. Identifying and involving oneself with the early childhood field
  - b. Knowing about and upholding ethical standards and other professional guidelines
  - c. Engaging in continuous learning to inform practice
  - d. Integrating knowledgeable, reflective, and critical perspectives on early education
  - e. Engaging in informed advocacy for children and profession

### Student Learning Outcomes

Participation in this course will enable the student to

	UNIT STANDARDS	STATE STANDARDS	ACEI	NAEYC
provide a rationale for when and how to use a variety of direct and indirect assessment and evaluation techniques to ascertain preschool and elementary student understanding of a given subject,	IA, IIA, IIB, IIIC, IIID	1C	1, 3.1, 3.2, 4	1, 3, 4
compare and contrast a variety of assessment/evaluation processes that are appropriate for preschool and elementary school students,	IA, IB, IIA, IIB, IIIC, IIID	1C, 3B, 3C	3.3, 3.4, 4	1, 3
explain how student developmental and cultural characteristics, environmental factors, and teacher behaviors influence student performance on assessment and evaluation tasks,	IA, IB, IIA, IIB, IIIA, IIIC, IIID, IVB	2C, 3C	1, 3.1, 3.2, 4	1, 3
demonstrate proficiency in creating and critiquing assessment tools, including self-assessments, rubrics, checklists, and anecdotal reports, across all domains,	IIA, IIB, IIIC, IIID	1C, 2C, 3B	4	1, 3
Demonstrate ethical principles that guide assessment practices, and	IIB, IIIC, IVA, IVB	1C	3.2, 3.5, 4, 5.1, 5.4	2, 3, 5
Demonstrate the dispositions of collaboration, flexibility and adaptability	IVB		3.5, 5.1, 5.2	5

#### Required Textbook:

Chappius, J., Stiggins, R., Chappius, S., and Arter, J. (2012). *Classroom Assessment for Student Learning*. 2<sup>nd</sup> edition. Boston: Pearson Education Inc. (ISBN 978-0-13-268588-9).

Other required reading materials will be provided by the instructor.

#### Course Requirements and Grading

1. Attendance and participation: See explanation above for more detailed information.
  - a. Participation in class means you complete reading response assignments prior to class, arrive on time, stay for the entire class period, and complete all in-class activities. Failure to do so will result in a reduction of your final grade. If there is a problem, I will contact you and set up an appointment to discuss my concerns privately with you.
  - b. Late assignments: The third late assignment reduces your final grade by one letter grade; fourth late assignment reduces your final grade by two letter grades. After your fifth late assignment, you should drop the course.
  - c. Absences: Your second absences reduces your final grade by one letter grade; the third absence will reduce your final grade by two letter grades. After your fourth absence, you should drop the course.
2. Reading Response Assignments (10 points each/ 50 points total): The purpose of these assignments is to familiarize you with the concepts and skills necessary to engage in class activities, including discussions. All questions will be based on assigned readings from the textbook or other material provided by the teacher. You are required to read and follow all directions for these assignments. These assignments are posted on Moodle.
3. Midterm and final exam (50 points/ 25 each): Both of these will be a “take home” style exam and require synthesis of what you know about assessing and evaluating preschool and elementary students. These exams will be posted on Moodle two weeks prior to the due date.
4. Individual project (50 points): You will design a project that shows that you understand and can use a variety of assessment techniques. More detailed information about this project are posted on Moodle. Please note all due dates.
5. Application/field activities (75 points): You will work with preschool or elementary students to apply and extend your understanding of assessment. More detailed information concerning this assignment is posted on Moodle. If you are taking this course as part of your initial certification, you will earn 20 hours of field work as a result of completing these activities.

**All assignments must be submitted electronically.** I will acknowledge when I receive your assignments. The UNO email system can be unreliable. If I have not acknowledged receipt of your assignment within 24 hours of your sending it, assume that I did not get it and resend your assignments. If I still do not respond, you can try sending your assignment to my alternate email listed at the beginning of the syllabus.

Grading scale: **93-100% = A; 85-92% = B; 75-84% = C; 65-74% = D; and less than 65% = F.**

### Course Policies

In order to allow for collaborative, professional dialogue in class, the following policies will be used for class meetings and assignments:

1. **Please be prepared for class.** Being prepared means that you have completed the reading response assignments prior to class and understand the ideas presented. I will not “go over” the information in the assignments, but will engage you in supplemental activities designed to reinforce and expand your understanding of the concepts. If you are not somewhat familiar with the concepts presented, it will be more difficult to complete the activities.
2. **I use the entire class time to engage in productive activities.** I will start on time regardless of whether everyone has arrived or not. Late arrivals often disrupt class. Additionally, you will complete written activities during class. If you are late or absent, you may not make up these assignments. This will result in a lower grade for the course. When working in groups on assignments, please stay focused on the assignment and do not engage in off-task discussions. If we finish the tasks I have planned, we will leave. I will not prolong class; this is another reason to arrive on time and stay focused on the class tasks.
3. **Attendance includes staying for the entire class period.** Arriving late or leaving early will be counted as an absence. I try to respect your time by starting class promptly, using class time effectively, and finishing class activities on time. In order to gain the maximum you can from this course, you must also use this class time effectively.

4. **Turn off or silence cell phones during class.** If you must take a phone call, please leave the class quietly to conduct your conversation. Please return quietly when you have finished the call.
5. **Late assignments:** All assignments for the semester are posted on Moodle. Please use this information to plan and budget your time. None of these assignments are “busy work,” but have been carefully constructed and planned to maximize your learning in this course. I realize that many of you are handling many things in your lives and sometimes it gets hectic for you. That, however, is no excuse for handing work in late. I am usually pretty good at returning work in a timely manner, but I do give preference to those who hand work in early or on time. If you hand your assignment in late, I will grade when I finish grading the assignments that were handed in on time. Additionally, late assignments will result in a lower overall grade for the course. After the second late assignment, your overall grade will be lower one letter grade than the total number of points you earn. Your grade will be lower two letter grades for each subsequent late assignment. **December 7<sup>th</sup> is the last date that any assignment will be accepted.**
6. **Handing work in early:** If you hand in an assignment at least five days prior to the due date, I will quickly review it and if there are major problems with it, I will let you know and you can rework it with no grade penalty. I will let you know your grade as soon as I grade the assignment and return it when I return everyone else’s assignments.
7. **Grading assignments:** I do carefully read and comment on everything you hand in, including class activities. I write many comments on your work for the following reasons: a) to let you know that I really do read your work carefully, b) to clarify and extend your thinking about the concepts and skills being developed in the assignment, and c) to give you guidance for improvement on later assignments for this course. I tend to grade the first two assignments rather easily and become more picky (deduct more points) on later assignments. A grade on an assignment is neither a judgment of you as a person or of the amount of time or effort you spent on these items, but rather of the quality of your work.
8. **Absences:** a calendar of due dates for assignments and schedule of classes are posted on Moodle. Please note that we will be meeting every other week. Non-class meeting days are for you to complete and submit reading response assignments. Since we are meeting so few days, it is essential that you attend class. You may miss one class with no reduction of your grade. Missing two classes will result in your overall grade being reduced by one letter grade than the total number of points earned and missing three classes will result in your overall grade being reduced by two letter grades. If you miss more than three classes, you should drop the course. If you think you will have an attendance problem, make an appointment to discuss your concerns with me outside of class time.
9. **If something happens and I must cancel class,** I will send everyone an email. Please check your UNO email often to access up-to-date information.
10. **All assignment due dates are tentative and subject to change as situations warrant.** If any dates for any assignments change, I will post a new calendar of assignments on Moodle, email you, and discuss the changes in class. I note the date of revision at the top of the assignment. Please be sure you are using current versions of class materials.
11. **Students are expected to demonstrate both oral and written competency.** All written work should be grammatically correct, free of spelling errors, and relatively free of typos. That is, every assignment should read like it has been thoroughly proof read.
12. **All work submitted is expected to be completed for this course only.** Do not submit assignments completed for other courses. Also, all work should be your own work.
13. **If you think you will have any problems meeting any of the requirements** for this course, email me to set up a meeting. I suggest you do this early in the semester. My options for assisting you are limited at the end of the semester.

In addition to the course policies described above, the University of New Orleans maintains the following policies:

1. **The Office of Disability Services (ODS),** in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services

based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations.

2. **Academic integrity is fundamental to the process of learning** and evaluating academic e. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at [http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial\\_code\\_pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm)  
Please note that falsifying your field assignment is considered a breach of academic integrity and can result in dismissal from the program and the university. Know that this has happened.